

Englishes Across Asian Contexts Opportunities and Challenges



11th Asia TEFL International Conference

⑦^{KS} Laysa
Laysa's article
Laysa's paper

26-28 October 2013
Ateneo de Manila University
Philippines



ATENEO
DE MANILA
UNIVERSITY



Andrew
Giles



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Isabel Pefianco Martin, Ph.D.

11th Asia TEFL International Conference Chair
Asia TEFL Regional Representative (Philippines)

The conference host, Ateneo de Manila University, through the Department of English and its two centers, the Ateneo Center for English Language Teaching (ACELT) and the Ateneo Center for Language Learning (ALLC), is delighted to have yet another opportunity to provide English language teachers with a venue for engaging in a lively discussion of issues concerning the teaching of English.

The goal of Asia TEFL includes promoting and disseminating information and scholarship about English language teaching in the Asian region. The theme of this conference, *Englishes across Asian Contexts: Opportunities and Challenges*, introduces a new dimension to this goal in two ways. First, the theme directs one's attention to the dynamism and complexity of the language that we teach. The English language, having diffused and spread through various levels and domains of society, is not what it was many years ago. The language has changed and continues to change, as any language behaves. Because of this, traditional ways of approaching the language and teaching it must also change. Second, the theme highlights the non-native context of the language that we teach. In this context, users of the English language, who greatly outnumber the native users, may claim ownership of the language.

It is my hope that this conference would truly be beneficial to English language teachers, especially those in Asia, in their daily struggles to help their students learn and love the language.



Hyo Woong Lee, Ph.D.
President
Asia TEFL

Distinguished speakers, honorable guests, esteemed Asia TEFL members, and ELT colleagues, I would like to extend the warmest of welcomes to all of you attending the 11th Asia TEFL International Conference here in Ateneo de Manila University.

I would like to extend my deep gratitude to the President of Ateneo de Manila University, Fr. Jose Ramon Villarin, S.J., for providing us with these excellent facilities as the venue for our three-days of conferencing. I would also like to express sincere appreciation to the Dean of the School of Humanities, Dr. Ma. Luz Vilches, the Head of the English Department, Prof. Danilo Francisco Reyes; and to Prof. Ana Marie Fernandez and Prof. April Fernandez, Directors of the Ateneo Center for English Language Teaching (ACELT) and of the Ateneo Language Learning Center (ALLC) for their support and cooperation for this Conference.

I would like to express my profound gratitude to Prof. Isabel Pefianco Martin, the Conference Chair, for her outstanding leadership and willingness to host this year's Asia TEFL Conference here at Ateneo de Manila University.

I also would like to extend my deep gratitude to the Conference General Secretary, and to all the Conference Organizing Committee members who have expended a tremendous amount of time and energy to make this unprecedented event possible. It is certain that this Conference would not have been possible without their full commitment and their sacrificing devotion to preparations. They all greatly deserve our recognition.

My deep appreciation also goes to Eduocean, English Mou Mou, the British Council Philippines and other companies for their generous financial support.

Acknowledgement must be given all the Conference plenary speakers. The same appreciation goes to our featured speakers from 14 Asia TEFL regions, making this event a truly Asian one. Especially, this year's topic for featured presentations is "Conditions for English Language Teaching in Asia" in honor of Prof. Bernard Spolsky, Editor-in-Chief of the Journal of Asia TEFL for the last ten years. These featured presentations are based on Prof. Spolsky's highly acclaimed 1989 work "Conditions for Second Language Learning."

On this occasion I would like to express very special thanks to the three vice presidents of Asia TEFL, Prof. Ikuo Koike, Prof. Zhizhong Yang, and Prof. Edwin Vethamani, for their distinguished contributions to Asia TEFL over the last ten years and to Prof. Bernard Spolsky, Editor-in-Chief of the Journal for his remarkable contributions to The Journal of Asia TEFL and to Asia TEFL in general.

The Asia TEFL Conferences have been held in different Asian regions each year. This has given especially important meaning to Asia TEFL. Asia TEFL strives to truly be an association which can share benefits with each of the regions of Asia.



As you well know, membership has been free and Asia TEFL has entirely depended on funds and sponsorships for managing this large Association over the last ten years. The time has now come for Asia TEFL to stand on its own feet for self-sustainable growth. As a part of this policy, Asia TEFL will be charging membership fees to its members beginning in November of this year.

The detailed information about membership fee and members' benefits can be found on the Asia TEFL website (www.asiatefl.org). Asia TEFL needs the support of Asia TEFL.

I have the confidence and conviction that through outstanding research and innovation by our Asian scholars and practitioners, we can develop effective and successful teaching methods which are optimal in the Asian ELT context.

Asia TEFL strives to support those scholars and teachers who are exceptionally innovative of their research and teaching of English and whose works prove to be creative and effective in the Asian context. Thus, Asia TEFL will grow as a center for the collection and dissemination of knowledge of ELT developments and ELT experiences in Asia.

I would like to inform you that since our beginnings in 2003, Asia TEFL has grown to more than 16,600 members, representing 40 Asian regions and another 37 countries outside of Asia.

Another important item that we should concentrate our efforts on is registering The Journal of Asia TEFL as an SSCI-recognized journal. We will make our best to achieve this goal in the coming year. Our Journal has been indexed in Scopus for the past two years.

I would like to let you know that the 2014 Asia TEFL International Conference will be held at Borneo Convention Center in Kuching, Sarawak, Malaysia on August 28-30, 2014, based on the theme "Developing Sustainable Quality in English Education: Evolving Policies, Innovating Practices, Transforming Learning." I sincerely hope most of you will participate in the 2014 conference in Malaysia.

This Conference has assembled a wide assortment of presentations to be given by our plenary speakers, featured speakers, and concurrent session presenters. I hope that everyone will find them inspiring, enriching, innovative, and fruitful.

I wish great happiness, good health, and much success to each of you. Please, enjoy the Conference.

Thank you very much.



Jose Ramon T. Villarín, S.J.
President
Ateneo de Manila University

On behalf of the Ateneo de Manila, I would like to welcome you all to the 11th Asia TEFL International Conference that has been themed “Englishes across Asian Contexts: Opportunities and Challenges.” The word itself, “englishes,” is dense enough it will take more than a conference to unravel its many meanings and implications for us today.

As language is central to culture and to the way we create and discover meaning in the world, I am glad you have taken on this challenge of “critical rethinking and discussion” of this multi-dimensional issue of “englishes” in culturally diverse Asia. A quick glance at the topics of this conference tells me you have a full plate before you.

I wish you success in your gathering. May this be more than your usual academic conference. May it be an occasion as well to rediscover three things: the gift of language, the bond of our shared humanity, and the rich colors of Asian diversity.



Ikuo Koike, Ph.D.

Vice President

Asia TEFL

President Hyo Woong Lee, distinguished members of the Executive Board, and fellow members of Asia TEFL. It is with some regret, but also with a sense of great accomplishment, that after ten years of service, I am announcing my retirement as a vice-president of Asia TEFL.

Since the founding of Asia-TEFL in 2003, when I was nominated as a founding vice-president at the first conference in Busan, Korea, I have attempted to promote the interests of Asia TEFL. In addition to my participation in our conferences, I was able to serve as Chair of the Organization Committee for the fourth Asia TEFL conference in Fukuoka, Japan. And I wish to express, once again, my heartfelt gratitude to the many who support our activities. Without their continuing help, the growth of Asia TEFL would not have been possible.

Looking back at the events leading to the formation of our organization, I must note both the historical contexts as well as the inter-personal.

The end of the last century brought revolutionary advances in technology, and an integration of the world economies to a level never experienced previously. It became possible to communicate instantaneously across the globe, and Asian economies had become giants. And English found itself the common language of problem solving and communication throughout the world. Thus, nations realized that English skills were necessary for success in competing in the global economy.

Of course, English-language educators and institutions adapted and evolved to cope with this new reality. Numerous national TEFL organizations were started, and internationally, TESOL in the United States established chapters in Japan, Korea, and other Asian areas. In addition, IATEFL had organized branches in Europe and even in Singapore. The time was ripe for the founding of a pan-Asian organization of English educators dedicated to addressing the needs of the Asian community.

In such a context, President Hyo Woong Lee resolved to establish such an organization. To realize his dream, he invited brilliant, energetic professors from Korean universities to research and staff the organization which became the prototype Asia TEFL. He also invited Prof. Zhizhong Yang, of the University of Nanjin and myself to be vice-presidents, and later, Prof. Edwin Vethamani from Malaysia. Furthermore, he invited Asian leaders in the TEFL field to become members of the Executive Board of Asia TEFL.

Quite importantly, Prof. Lee also gained sponsorship from a generous business leader in Korean English-education, Mr. Kim Young-il, President of Edocean. This success allowed Asia TEFL to expand despite the burden of finances.

President Lee is a decisive man, sensitive to changing times, and with a world view. He may look with satisfaction at the fruits of his labors.

The spirit of Asia TEFL is its devotion and sympathy for Asian TEFL teachers, and its commitment to promote research and advance teaching practices in classrooms through cooperation among Asia TEFL members.



Jose Raimon T. Villarin, S.J.
President
Ateneo de Manila University

Yoon Kook, Ph.D.
Vice President
Asia TEFL

In only ten years, the achievements of Asia TEFL are remarkable. Membership has increased dramatically, and we have published books and journals. More importantly, the interpersonal contacts among Asian TEFL leaders has lead to greater understanding of policies, needs and practices, the development of lasting friendships.

As impressive as these accomplishments are, it is true that there remain many problems. Further cooperation and mutual development among member areas is wanted. Also, financially, it is necessary to develop a self-supporting Asia TEFL, and we should exert our utmost efforts to realize this.

In closing, once again, I wish to express my heartfelt thanks to all who have helped me in the role of vice-president, though I cannot find suitable words to adequately convey my gratitude. My sincere thanks to President Lee, and my gratitude to all Asia TEFL members is all I can offer.

For the future, I have accepted an invitation to the Advisory Board of Asia TEFL, and I hope to be able to offer insights and advice. I will continue to participate in Asia TEFL conferences as long as health permits.

Always, I will keep the Asia TEFL spirit with me, and I will remember, with respect and love, the friendship I have found among our members. I wish us all good fortune, and I look forward to seeing you again in the coming conferences. Thank you.



Maria Luz C. Vilches, Ph.D.
Dean, School of Humanities
Ateneo de Manila University

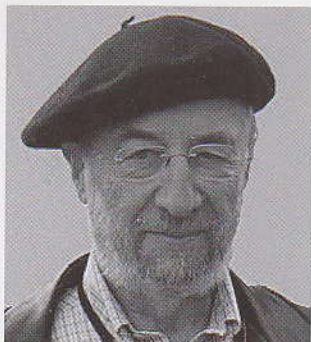
It is our great pleasure in Ateneo de Manila University, especially in the School of Humanities, to welcome all the delegates to the 11th AsiaTEFL International Conference! I thank the AsiaTEFL President, Professor Hyo Woong Lee and the AsiaTEFL Board for choosing the Ateneo to co-host this conference.

As we know, the English language, without leaving its native shores, has also found homes in many parts of the world and has allowed itself to develop and be defined differently by the circumstances of its 'non-native shores.' We have welcomed it in Asia. In fact, some of us have already considered it our own.

The conference theme *Englishes Across Asian Contexts: Opportunities and Challenges* conjures up an image of vibrancy in the way the English language is developing in Asia today. Here, colleagues from different parts of the world gather together, filled with enthusiasm for what they – as English language users, teachers, and scholars – can share about ideas borne out of research and/or experience. While this conference hopes to engage our depths of intellectual curiosity about what's happening to English and the complexities of its development, it also aims to encourage teachers and scholars and policy makers to recognize the salient opportunities and intricate challenges that this development brings, and more importantly, think of ways of dealing with these.

May this conference be an occasion for all participants to foster a stronger community of scholars and teachers, built on lasting friendships from which research and other forms of professional development can flourish and be sustained.

I wish you all a fruitful conference. We proceed with passion!



Professor Bernard Spolsky

Publications Executive Director, Asia TEFL
Editor-in-Chief, The Journal of Asia TEFL

The Philippines has a long tradition of concern about language – 181 living languages, colonial introduction of Spanish and its official status until the 20th century, English introduced during US rule and now established as a second official language, and a national language (now Filipino) created recently out of the major indigenous language Tagalog. It is therefore especially appropriate that Asia TEFL meet in Manila, with an opportunity to experience the role of English in a multilingual society. I am especially grateful that it has been decided to revisit one of my earlier books in the Featured Presentations, and to learn from leaders of the Association about the growing significance of social conditions to the learning and teaching of English.

About Asia TEFL



Foundation

As English is being taught in an EFL context in most of the countries in Asia, an international organization for the Asian region has been sought by ELT professionals in Asia. The purpose of Asia TEFL is to fill this need. The organization is expected to have the ability to cover the field of English education in the whole of Asia and reach beyond national boundaries for individuals and groups to work together toward commonly held goals of developing TEFL in Asia.

In the summer of 2002, Dr. Hyo Woong Lee, immediate past-president of the Korea Association of Teachers of English (KATE), took the initiative in the founding of Asia TEFL as a way of realizing this 30-year career goal he has held as an ELT practitioner and researcher. Supported by many other organizational leaders in many other Asian countries who share this same vision, the founding committee of Asia TEFL has been launched under the chairmanship of Dr. Lee with the of making Asia TEFL a truly international organization.

The Foundation Committee was formally organized on December 6, 2002, with more than two dozen Korea-based ELT professionals meeting in Seoul to discuss the form and direction the Association should take. A Constitution Committee was formed and charged with the framing of a constitution.

The first Regional Representatives meeting, attended by representatives of Japan, China, Thailand, Taiwan, Malaysia, Singapore, Hong Kong, Vietnam, and Korea, was held in Seoul on March 15, 2003. (Representatives from Israel, Iran, Kuwait, the United Arab Emirates, and the Philippines were unable to attend.) At that meeting, the drafts of the Asia TEFL Constitution and the Organizational Guidelines were finalized, and Dr. Hyo Woong Lee was nominated and approved by the Representatives as the Founding President.

Goals

The goals of Asia TEFL are to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Asia. In order to accomplish this, Asia TEFL will pursue the following goals:

1. To link ELT professionals in joint research on issues and concerns regarding English teaching and learning in the Asian context.
2. To publish an academic journal, The Asia TEFL Journal, as an internationally recognized journal in the field of English language teaching.
3. To host conferences and seminars addressing important issues concerning ELT in Asia.
4. To develop proficiency guidelines and assessment methods designed for the needs of the Asian context.
5. To develop programs for Asian learners and teachers of English to build their English language proficiency and cultural understanding and provide them with the skills required to be efficient English teaching professionals.

The Journal of Asia TEFL

The Journal of Asia TEFL publishes articles on research concerned with the teaching and learning of English, especially in Asian contexts, including TEFL theory and methodology, proficiency goals and assessment, language education policy, curriculum and materials development, international or intercultural communication, teacher education, and multimedia-assisted language teaching.

The Journal of Asia TEFL is a Scopus-indexed international, and fully refereed journal. It welcomes submissions from around the world as well as from Asia.



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Asia TEFL Members by Country



Asian Regions

Regions	# of members
Bahrain	8
Bangladesh	1,454
Cambodia	20
China	2,446
Hong Kong	182
India	666
Indonesia	1,441
Iran	663
Israel	205
Japan	944
Korea	1,731
Kuwait	7
Laos	5
Macao	18
Malaysia	1,635
Mongolia	103
Myanmar	19
Nepal	69
Oman	18
Pakistan	698
Philippines	994
Russia	251
Saudi Arabia	41
Singapore	402
Sri Lanka	364
Syria	2
Thailand	465
Turkey	76
UAE	95
Vietnam	601
Uzbekistan	9
Jordan	14
Brunei	68
Yemen	6
Taiwan	286
Qatar	2
Iraq	2
East Timor	1
Maldives	2
Northern Marianas Islands	1

41 countries 15,972 members

The Rest of the World

Country	# of members
USA	269
Australia	197
UK	87
Canada	70
Cyprus	5
New Zealand	41
Slovenia	7
Austria	4
Brazil	4
Ghana	7
Lithuania	1
Papua New Guinea	3
Paraguay	1
Germany	8
Finland	2
Ireland	6
Liberia	1
South Africa	5
Gambia	11
Belgium	1
Spain	1
France	3
Algeria	1
Chile	2
Puerto Rico	1
Egypt	2
Greece	1
Italy	1
Ethiopia	1
Kenya	1
Mexico	3
Ukraine	1
The Netherlands	4
Armenia	1
Bulgaria	1
Nigeria	1
Other Countries	9
37 countries	766 members

* Total 78 countries, 16,738 members

Conference Description



Teaching and learning English today is changing in a world that has become more diverse in its cultures and contexts. Teachers, learners, researchers, and administrators find themselves in a period of genuine conversation and dialogue among themselves. They are confronted not only by the challenges of diversity in cultures and contexts, but also by the reality of a language that is dynamic and changing. Today, we do not talk of just one English, but of Englishes.

What are the opportunities and challenges of teaching and learning Englishes across Asian contexts? How do we view the relevance of Englishes today in a classroom of many voices? What roles do Englishes play in educational systems that accommodate a plurality of identities? This conference aims to provide a venue for a critical rethinking and discussion of these relevant concerns.

In particular, the presentations at this conference seek to raise a more informed awareness of Englishes in Asian contexts and facilitate the negotiation of more appropriate classroom practices and research endeavors for more effective policies and pedagogies through the following topics:

- Assessing English language proficiency
- Intelligibility, comprehensibility, interpretability
- Native speaker vs non-native speaker models
- Teaching approaches and methodologies
- ELT curriculum and syllabus design
- Education and language policy
- Second language acquisition
- Materials writing and design
- International/ intercultural communication
- Using literature for teaching English
- Translations in English language teaching
- IT in English language teaching
- Teacher education
- Distance education
- ELT in basic education
- ELT in higher education
- Teaching young learners

Program Overview



DAY 1, 26 October 2013 (Saturday)

Time	Venue	Activity
7:00 am – 8:30 am	Irwin Theater lobby	REGISTRATION
8:30 am – 9:00 am	Irwin Theater	Opening ceremony
		National anthem and invocation Ateneo de Manila Glee Club
		Welcome address Jose Ramon Villarin, S.J., President, Ateneo
		Opening remarks Hyo Woong Lee, President, Asia TEFL
		Message Ikuo Koike, Vice President, Asia TEFL
9:00 am – 10:00 am		Introduction of the Keynote Speaker Danilo Francisco Reyes Head of the English Department, Ateneo
		Keynote speech ENGLISH AS A MULTICULTURAL LANGUAGE AND ITS PEDAGOGICAL IMPLICATIONS Nobuyuki Honna Professor Emeritus Aoyama Gakuin University, Japan
10:00 am – 10:30 am	Irwin Theater lobby	MORNING SNACKS
10:30 am – 11:15 pm	Irwin Theater	Plenary Presentation 1 LANGUAGE VARIATION AND EDUCATION Ahmar Mahboob University of Sydney, Australia
11:15 am – 12:00 pm		Plenary Presentation 2 MULTILINGUALISM, MULTILINGUAL EDUCATION, AND THE ENGLISH LANGUAGE: VOICES OF PUBLIC SCHOOL TEACHERS Danilo Dayag De La Salle University-Manila
12:00 pm – 1:30 pm	Loyola Schools Covered Courts	LUNCH

Program Overview



PARALLEL SESSION A		
1:30 pm – 2:00 pm	Loyola Schools	Session A1
2:10 pm – 2:40 pm		Session A2
2:50 pm – 3:20 pm		Session A3
3:20 pm – 3:40 pm		BREAK AND EXHIBITION
3:40 pm – 4:10 pm		Session A4
4:20 pm – 4:50 pm		Session A5
5:00 pm – 5:30 pm		Session A6
5:40 pm – 6:10 pm	Escaler Hall	GENERAL MEETING

DAY 2, 27 October 2013 (Sunday)

Time	Venue	Activity
9:30 am – 10:00 am	Irwin Theater lobby	MORNING SNACKS
10:00am – 10:45 am	Irwin Theater	Plenary Presentation 3 COMPETENCE AND CAPABILITY: RETHINKING THE SUBJECT ENGLISH Henry Widdowson University of Vienna, Austria
10:45am – 11:30 am		Plenary Presentation 4 TEACHING ENGLISH IN ASIA AND ASIA TEFL: OPPORTUNITIES AND DIRECTIONS Joo-Kyung Park Honam University, South Korea
11:30 pm – 1:00 pm	Loyola Schools Covered Courts	LUNCH

PARALLEL SESSION B		
1:00 pm – 1:30 pm	Loyola Schools	Session B1
1:40 pm – 2:10 pm		Session B2
2:20 pm – 2:50 pm		Session B3
2:50 pm – 3:10 pm		BREAK AND EXHIBITION
3:10 pm – 3:40 pm		Session B4
3:50 pm – 4:20 pm		Session B5
4:30 pm – 5:00 pm		Session B6

Program Overview



DAY 3, 28 October 2013 (Monday)

Time	Venue	Activity
PARALLEL SESSION C		
8:30 am – 9:00 am	Loyola Schools	Session C1
9:10 am – 9:40 am		Session C2
9:50 am – 10:20 am		Session C3
10:20 am – 10:40 am		BREAK AND EXHIBITION
10:40 am – 11:10 am		Session C4
11:20 am – 11:50 am		Session C5
12:00 pm – 12:30 pm		Session C6
12:30 pm – 2:00 pm	Loyola Schools Covered Courts	LUNCH
2:00 pm – 2:45 pm	Irwin Theater	Plenary Presentation 5 NON-NATIVE ENGLISH SPEAKERS AND PRONUNCIATION TEACHING: MYTHS, REALITIES AND PRACTICALITIES Ee Ling Low National Institute of Education, Singapore
2:45 pm – 3:30 pm		Plenary Presentation 6 TEACHING, LEARNING AND CONTEXT: WHAT WE CAN LEARN FROM STUDYING THE LIVES AND CAREERS OF ENGLISH LANGUAGE TEACHERS David Hayes Brock University, Canada

Schedule of Presentations: Day 1



Day 1, 26 October	Conditions for English Language Learning in Asia: Featured Presentation in Honor of Prof. Bernard Spolsky	Teaching Demonstration		Research Papers	
Time	Escaler Hall	SEC B201 A	SEC C201 A	SOM 111	SEC 116 A
1:30 – 2:00 pm Session A1	(FP01) From Third World to First: A Case Study of Political-economics and Language Management in Singapore by Phyllis Ghim-Lian Chew (Singapore)	(TD03) Developing Hybrid Multimedia Language Laboratory to Facilitate Communicative Language Teaching by Atmowardoyo Haryanto	(TD01) Using Situation Comedy in Chinese Language Classrooms by Xi Chen	(TG12) Enhancing Students' Vocabulary Mastery through Cooperative Learning: A Pre-Experimental Study at the Academy of Pharmacy and Food Analyst of August 17, 1945 Semarang by Suwandi Suwandi	(TG16) Innovation in the Teaching and Learning of Subject-Verb Agreement by Hyginus Lester Junior Lee
2:10 – 2:40 pm Session A2	(FP02) Motivation as a Language Learning Condition Re-examined: Stories of Vietnamese Successful EFL Students by Le Van Canh (Vietnam)	(TD20) Using Cooperative Learning and Inquiry Teaching to Help Indonesian Students Write Creatively by Nur Rini, Sriwahyuningsih Sulaiman & Tribekti Maryanto Agustinus	(TD23) An Empirical Study of Teaching English Vocabulary Using Etymology by Kailing Koh	(TG09) The Contribution of Parents in the Establishment of EFL Students' Good Reading Habits in English by Erna Iftanti	(TG20) Examining Collocation Profiles in ELT Materials by Kuei-Ju Tsai
2:50 – 3:20 pm Session A3	(FP03) Conditions for English Language Learning in Bangladesh: A Sociological Perspective by Arifa Rahman (Bangladesh)	(TD05) Developing Electronic Courseware to Help Students of Elementary School Learn Motion Prepositions by Lusia Eni Puspandari & Dr. Susi Harliani	(TD07) Translation Approach in English Language Teaching by Laurentia Sumarni	(TG11) Teacher Talk at English Classess by Soepriyatna	(TG08) The Beliefs about Language Learning of Adult EFL Learners across Proficiency by Bambang Widi Pratolo
3:20 pm – 3:40 pm Break and Exhibition					



Ima H. Dwi is a woman of 51 years who has served almost all her life for education. She has been a lecturer at Tulungagung University since 1989. Her teaching experiences motivate her to participate in national and international academic meetings to develop profession. Many efforts have been taken. In 2012, she accomplished Doctoral Degree. She also wrote several articles.

RP44 *The Application of ICT to Enhance the Students' Listening Skills*

This paper aims at investigating the application of ICT in the teaching listening skills to students of second semester Year 2012/2013 at English Department Udayana State University. This class action research (CAR) is conducted to find out the progress of the students' listening skill. Most of the teachers still use the audio-cassette in listening class; it seems that students find it difficult without the real world language use situation. While this research used video-cassettes which were downloaded from internet and delivered to the students.

The CAR was carried out in six meetings to find out the progress of the students. The numbers of students involved in this research were 30 students from one class. On the first meeting they were given audio-cassette as they usually used in the previous semester to see their achievement grade. And then the next meetings were conducted by applying the video-cassettes and they can copy the materials as they were in the form MP4. After the application of the video-cassettes for half semester, it showed significant improvement of the students' achievement grades.

Ida Ayu Made Puspani is a lecturer at Udayana University Bali Indonesia. Her interests are language and translation.

Ni Luh Nyoman Seri Malini is a lecturer at Udayana University Bali Indonesia. Her interests are language teaching and sociolinguistics.

Ni Luh Ketut Mas Indrawati is a lecturer at Udayana University Bali Indonesia. Her interests are language teaching and sociolinguistics.

RP45 *The Effects of Metacognitive Strategy Instruction on Students' Reading Comprehension Achievement and Metacognitive Awareness at SMA Negeri 8 Makassar*

The objectives of this research were: (1) to find out whether or not the metacognitive strategy instruction has any significant effect on students' reading comprehension achievement, and (2) to find out whether or not the metacognitive strategy instruction has any significant effect on metacognitive awareness.

This research employed quasi-experimental design with non-equivalent groups. The population of this research was the eleventh grade students of SMA Negeri 8 Makassar in 2011/2012 academic year with total number of population was 240 students. The sample was 80 students which selected by using cluster random sampling. In collecting data, there were three main instruments were used: reading comprehension test, Metacognitive Awareness of Reading Strategy Inventory (MARS) questionnaire and interview guide (semi-structured interview).

Data from reading comprehension test and MARS questionnaire were analyzed using descriptive and inferential statistics. Data from interview were analyzed using content analysis.

The results of the research were: (1) there was a significant effect on students' reading comprehension achievement through metacognitive strategy instruction (2) there was a significant effect on students' metacognitive awareness through metacognitive strategy instruction. It was proved by the probability value (p) of the students' score of MARS questionnaire was lower than alpha ($.000 < 0.05$).

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RP46 Developing Rich Language Learning Environment to Support Primary School Children Literacy Skills in English

This study aims at developing materials to provide rich language learning environment to help primary school children progressing with their literacy skills in English. Limited time allocation as well as the absence of learning tools and facilities that support the learning of English for young learners has resulted in the low literacy skills. As a matter of fact, children have specific learning characteristics that formal learning might not be appropriate or sufficient especially in the context of learning English as a foreign language. They should have the opportunity to do independent learning without too much formal intervention so that a natural process of learning could be expected to occur. The study employs the development model proposed by Dick and Carey. The material development was preceded by a need analysis. The readability of the materials was examined and then the impact of intensive exposure to the rich language learning is investigated. The findings reveal that the readability of the materials was high and the systematic exposure of the materials had positive impact on primary school children literacy skills development.

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RP47 The Integration of Local Culture in the English Syllabus of Vocational High Schools of Tourism in Bali

This paper aims at sharing the results of a research and development on the integration of local culture in the English Syllabus for the Vocational High Schools of Tourism in Bali Province that could support the acceleration and expansion of creative economy. This study followed the research and development (R&D) design that was adapted from the R&D design of Dick and Carey (in Gall, Gall & Borg, 2003). It was a two year research in which the first year was focused on analyzing the needs of the students through a survey method and developing the prototype of the syllabus. The population of the study was all of the Vocational High Schools of Tourism in Bali Province. Nine vocational high schools of tourism were selected as sample through purposive sampling method. The data of the study were collected by distributing questionnaires to 180 students, 20 students from each of the nine schools, interviewing 9 school headmasters, and 15 English teachers.